

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XII. APRIL, 1879.

ST. LOUIS APRIL, 1879

No. 4.

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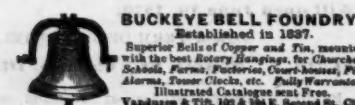
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J. B. MERWIN, R. D. SHANNON, { EDITORS.

ST. LOUIS, APRIL, 1879.

Terms, per year..... \$1 50  
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We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

THIS month closes up the great premium of "Webster's Unabridged Dictionary." It has been a great pleasure to us to enable so many teachers to secure this invaluable work. We hope they will be liberal in extending its use to pupils and friends. The largely increased circulation of the JOURNAL, too, will make hosts of intelligent friends of good schools.

THE Missouri Legislature, notwithstanding the useless and senseless raid of the President of the State University against the State Super-

intendent and the normal schools, appropriates \$15,000 each to the Kirksville school, the Warrensburg school, and to Lincoln Institute.

### A Step in Advance.

All along the line there has been a step taken in advance. The Legislature of Kansas votes the money to rebuild the normal school at Emporia, and so strengthens the whole public school system of the State.

Hon. A. B. Lemon, State Supt., called upon us recently while in the city, and reported the Legislature as determined to do all they could for education—knowing that their splendid school system was the magnet which drew the best class of immigrants by the tens of thousands.

THE Illinois Legislature, too, takes an advanced position in regard to her school interests.

Hon. James P. Slade, in assuming the duties of State Superintendent, said he should not only recommend but should labor assiduously to strengthen the *common schools*, and to aid the common school teachers.

The mass of the people are educated in the common schools, and they should be made the *best* possible with the means at command.

Arkansas depressed and cursed as she has been by the carpet-bag legacies of bad legislation, refused to abridge or abate any power of the State Superintendent.

Hon. J. L. Denton is already making himself felt for good, by his energy in reorganizing the school system of the State.

Tennessee holds on to her system of district institutes, as will be seen by notices in another column.

Hon Leon Trousdale is doing the most and the best possible, aided by an efficient corps of workers in all parts of the State.

Iowa has gained so much momentum and power under the wise administration of Supt. von Coelln, that the teachers' institutes have become the largest and most popular gatherings of the people. Iowa is all right,

and so on through all the West and South.

Mississippi and Louisiana are gradually reorganizing and building up their school systems. Private schools are more largely attended, and the public schools, too, are growing better and more popular.

OUR teachers are doing so much to interest, and harmonize, and build up, so much to properly educate and train the children, that they will be greatly missed during the long vacation.

A member of the Legislature of Arkansas, informed us that a couple of prominent teachers in Fulton county, in that State, had nearly revolutionized the character and habits of the young people of that county.

There is no standard by which the amount of good done by a competent, earnest, faithful teacher, can be measured.

### MISSOURI TEACHERS' ASSOCIATION.

The teachers of the State will meet in St. Louis, June 24, 1879, and will spend four days in council.

The themes will be of the most practical character, and will be presented by our ablest educators. The State Supts. of Illinois, Kansas and Arkansas will be present and read papers.

The teachers and friends of education in St. Louis will spare no effort to make this the greatest educational convention ever held in the Mississippi Valley. The most favorable arrangements will be made with railroads and hotels. This will be a rare opportunity to visit the city. At least 1,000 teachers are expected to attend.

The teachers of Illinois are cordially invited. Come over, brethren, and see what Missouri is doing.

Programmes will be sent on application to Pres. Dutcher, Cape Girardeau, or Sec. H. W. Prentiss, St. Louis.

B.

The National Teachers' Association will hold its next meeting in Philadelphia.

Already Dr. Hancock, the President, has the various committees vigorously at work to insure a large and successful meeting.

The local committee in Philadelphia propose to make special efforts also to have everything in readiness for a large meeting.

### Our Texas Edition.

PROF. OSCAR H. COOPER, President of Hand College, Henderson, Texas, will after this issue have charge of the Texas edition.

Prof. Cooper is a native of Texas, a graduate of Yale College, and has always been closely identified with the educational interests of Texas as a teacher or professor or president of some literary institute, so that from his training and associations he is eminently qualified for the position.

He will reinforce our other departments and writers, and they will reinforce him in his work. All the Texas matter and subscriptions should be sent direct to Prof. O. H. Cooper, editor and publisher AMERICAN JOURNAL OF EDUCATION, Henderson, Texas.

The advantage of this connection to the teachers and friends of education in Texas, will be apparent at once.

They get the benefit of a strong local paper, strengthened by the best writers in the country, discussing every phase of this greatest of all questions before the American people to-day—the proper education of the masses for the discharge of the duties of citizenship.

The JOURNAL will be helpful to the private schools, the public schools, the high schools, academies, colleges, and the universities of the State.

There is work enough and room enough for all. The JOURNAL will help to build up, and to serve all.

It is proper also to say in this connection that Prof. Fitzgerald, who had charge of the Texas edition, has been so absorbed in other directions that he has been unable to devote any attention to school matters for some time past.

Prof. Cooper will not be responsible for anything except what appears over his own signature.

DRURY COLLEGE, located at Springfield, Mo., gets another \$50,000 donation from a friend in Massachusetts, on condition that the friends of education in Missouri raise \$10,000. Dr. Morrison, the President, is at work with good prospects of success, if the wealthy people of St. Louis will help out in the matter.

Drury College has always done a very valuable and permanent work.

## IMPORTANT FACTS.

FROM the advance sheets of the report of Hon. THOMAS RICHESON, President of the St. Louis School Board, we glean the following items:

The facts stated are of so much general interest, that we commend them to the careful attention of our readers.

We find that the average attendance of pupils upon our schools is

## ABOUT THREE YEARS.

By a recent report it is shown that the State of Missouri in 1878 expended \$728,791 for public education, and \$511,547 to defray the expenses of criminal trials and transporting convicts to the penitentiary.

The influence of a great city for weal or woe upon the surrounding country is very powerful. If a city is not provided with a good police system, it will pour out upon the country a flood of criminals, rendering life and property unsafe in the neighborhood.

## WHAT STATISTICS SHOW.

The statistics of the penitentiaries of the United States show with unvarying uniformity, that the criminals come from the illiterate classes of the population in the ratio of ten to one—that is to say: in the older States east of us the number of adult illiterates is usually about three per cent. of the entire population, and this three per cent. furnishes thirty per cent. of the criminals. The statistics show, moreover, three-fourths of the criminals have never learned a trade or useful occupation.

## THE PARENTS OF CRIME.

Thus ignorance and indolence are the parents of crime, and a large city furnishes in its low haunts the most complete means and appliances for sheltering vice and developing it by systematic training.

## DISCIPLINE NECESSARY.

The educational problem for cities therefore assumes an importance that it possesses nowhere else. It is very necessary to gather the children into school at an early age and to subject them to strict discipline so as to secure habits of regularity, punctuality, self-control, industry, neatness and courtesy.

I commend the efforts of the Board in the direction of securing attendance at school at an early age, and of modifying primary education, so as to best meet the exigencies of the case to your earnest attention.

I have discussed the relation of public school education to the State and municipality in a former report. "The support of common schools by public taxation is the needed recognition which capital is in duty bound to pay to labor. Ignorance does not know what it stands most in need of, and cannot be expected to discover and apply the right means for its own amelioration. The poor and ignorant understand very imperfectly the relation of education to power, and they are too closely pursued by immediate necessities to adopt the far-seeing policy of investing their small earnings in the education of their children.

The rising generation are fed and clothed and housed by the industry of their parents at an annual expense of from one hundred to five hundred dollars a year.

## THE COST OF EDUCATION.

The cost of education in our public schools averages about eighteen dollars a year. This small sum serves to utilize the vast sums expended in the support of youth. The era of childhood is the era of capitalizing physical and mental force for manhood. Where there are no schools, the youth lay up a capital of evil propensities, narrow superstitions, and depraved tastes.

## INFLUENCE OF GOOD SCHOOLS.

Where the schools are good, the youth that attend them convert into capital a fund of scientific knowledge and habits of industry and punctuality, and of obedience to rule. This difference can be measured in dollars and cents, and seen in the value of real estate investment in a community, as well as also by the higher moral standards usually applied to determine the results of culture in civilization.

Statistics widely collected by the National Bureau of Education give the testimony of experience in different parts of the country as to the increase in value which a common school education gives to labor.

## BETTER WAGES.

The simple ability to read and write and make arithmetical calculations, insures an average of twenty-five to fifty per cent. better wages than are given to illiterate laborers. The complete common school education adds from fifty to one hundred per cent. to the wages. Education gives availability and directive power."

## WHAT IT SHOULD DO.

A NORMAL SCHOOL should develop the thinking the reasoning power. It should aim to furnish their pupils with principles, not with rules. Their minds, least of all, should be magazines of facts. They should be rather living organisms, growing in their own way, and capable of adapting themselves to circumstances by their own inherent vital power. No rules can be given them. They should be able to make their own rules when they want them.

To them, with especial force, the words of Herbert Spencer should be applied: "Knowledge must be turned into faculty as soon as taken in."

And they must be imbued with a real love of knowledge, so that their own wills, or better, the imperative demands of their conscious needs, shall carry them on in development after they become teachers.

Growing teachers we want—growing, not only in practical experience, but in broad and generous culture, in an appreciation of the really good, beautiful, and true. Of this desire for and growth in general culture, the Normal School should be the source. If it does not produce it in its pupils, every school and every pupil in the country suffers in consequence.

Only in this way can we supply teachers who shall be better than the books they use—teachers who are *living*, as much better than the books as life is better than dead paper and the impressions of types—teachers who, at least in some degree, shall be able to comprehend the subjects they are teaching, in their relations to others; and not those who work mechanically, fenced in with definitions and rules, unable to stir a step without the leading strings of the author whose treatise they may be using for a text book.

It is because the schools of Germany are taught in great measure by teachers who can see the whole, that the smallest parts are so thoroughly and perfectly done. It is because the primary teachers comprehend their work as an integral part of a grand unit, and see how in its simplest teachings it bears a relation to the broadest work of the universities, that they teach so well the alphabet, and the primary arithmetic, geography, and grammar.

CAN you organize the working element of your school district, so as to secure the co-operation of the friends of good schools, inside the school house and outside the school house?

## TEXT BOOKS.

OUR American idea of education rests on this principle: not what the teacher does for the pupil, but what he gets the pupil to do for himself, is of value. From this can be traced the great importance assigned to text books in our system of education.

On a first view we should be disposed to see in it the result of the enterprise of publishing houses—the commercial interest, active everywhere, pushing text books to the verge of civilization. We might be disposed to condemn it as vitiating in its effects: the desire to produce something new and marketable leading to the promulgation of showy methods devoid of sound basis. But on the whole, this enterprise of publishers has wrought vast changes for the better in our text books.

Before printing, it was more convenient for the author to promulgate his system orally to his disciples. In older countries this method is preserved to a greater extent than with us in America.

With the growing importance of printing, authorship and the profession of teaching have become separated more and more widely and to the advantage of both.

Usually the teacher who can get the best work from his pupils is not the best person to write a book.

The significance of this has not been carefully observed of late, and we have a wide movement toward the restoration of oral instruction, even to the exclusion of text books entirely in the lower grades.

Send five 3 cent stamps if you wish a sample copy of this journal.

## DEPARTMENT.

AS the habits of a child are equal, if not superior, in importance to his mental acquirements, the conduct of the pupil becomes an object of deep solicitude to the earnest teacher.

To secure outward decorum is easy; but if, in so doing, the pupil is induced or permitted to feel that he can cast all responsibility upon the teacher, the order thus attained is apt to be transient. In many cases, it is fatal to the interests of the child when freedom from restraint admits of reaction.

Our form of government demands that each citizen shall "be a law unto himself;" and unless a child can be taught to discharge his own responsibilities as a child; unless he can be taught to consider the evils of wrongdoing, rather than its pains and penalties; unless he can learn to do right because it is right, and respect law from the respect due to law—unless these things can be and are taught, the State will have useless, if not troublesome, citizens.

Of course, the formation of such a character is the work of time—it is the mushroom, and not the oak, that attains its maturity in a few hours—but any ideal lower than this must degrade and injure the citizen.

Is it not true that the teacher who has clearly in mind what he expects his pupils to learn, and is reasonably persistent in requiring the same from them, scarcely or never needs resort to corporal punishment to secure the best discipline in his school? Diligence of itself prevents bad deportment, and where idleness prevails, the rod is ineffectual to secure good order.

## ORAL INSTRUCTION.

NO doubt oral instruction is more entertaining to the pupil, but it does not draw out his native powers so much. While studying a text book, he halts on a difficult passage until he has mastered it.

In the lecture he is dragged from one point to another without digesting either. If he takes notes he is apt to lose the most valuable points and seize only the mere external ones. In a text book we have the carefully digested results freed from the idiosyncrasies of the author.

The individual influence is far less, the universal or scientific interest, consequently far greater. Personal influence sometimes warps the pupil with prejudice.

Arbitrariness is apt to prevail where there is too much oral instruction. If it gets into a book it is not so dangerous, for the reason that the pupil is not apt to acquire that reverence for it that a living instructor may inspire.

The printed page is cool and dispassionate. If the reader finds heat or light there it must be through his own diligent activity. The author setting out to make a book must per-

force weigh more carefully each statement.

He must be careful to be exhaustive, not to give undue prominence to special features; but the oral teacher has little or no checks to prevent this.

#### HOW SHALL WE DO IT?

WE turned a letter with the above query over to one of the best and most practical teachers to be found, and the following answer was returned:

"How would you use the black-board in teaching political geography?"

"Outline a country and mark places by figures, 1, 2, 3, &c., and let the whole class write answers on slates or paper. A good deal may be done in a few minutes. Then taking the names from the class, write them in proper positions, and have the slates corrected by the class. This exercise will fix positions of places more quickly than any other method. The class should repeat the exercise on their slates, copying from the outline drawn on the board. The board should also be used in teaching 'map-drawing,' and occasionally instead of a map in teaching.

Omit all useless details."

It will pay to read carefully the following article by Dr. Wm. T. Harris on this subject:

#### POLITICAL GEOGRAPHY.

"Political Geography sets out with the question: what relation has the earth to man? If individuals are isolated, placed by themselves like Robinson Crusoe, it is impossible for them to achieve a high civilization.

They cannot make use of nature around them. Only by combination in the form of society can man realize his rational well-being. To a savage, geography has very little interest. He wishes to know only where the wild game most abounds, or where to find the best stream for fishing.

Civilized man builds towns, and begins to own real estate; then internal commerce and the rights of property develop. Money, the universal solvent of values, is invented—by it all property can be measured, and thus becomes exchangeable.

Commerce is the feature that characterizes the complete civilization, and commerce is the central interest of Political Geography—consequently of all geography.

Commerce is not confined merely to the exchange of articles of food, clothing, and shelter, although this is its elementary form. It is chiefly important in the exchange of spiritual products—*institutions, ideas, arts*. The interchange of manners and customs takes place with the interchange of commodities of industry.

Railroads are great civilizers.

Commerce creates wealth. This seems at first paradoxical, but it is easy to understand: to increase the value of anything is to increase the wealth of its possessor.

To make a worthless thing valuable is to add wealth to the community. Now it is evident that a natural production is of no use until it is brought within the reach of man,—brought into market—and commerce performs this precise function: it brings together the producer and consumer, and thus renders productions—otherwise useless for want of a market—a source of wealth. The raw material goes to the manufacturer, and thence to the consumer.

All things get distributed and equalized by commerce. It gives to each geographical locality the productions of all others. Thus it is the central pivot around which this branch of education turns.

The problem is to find what is the relation of each place to the rest of the world. Hence we ask what does it produce for the rest of the world, what does it demand in return, and what are the means of transit to and fro? First in importance come the great emporiums of the world and their relations: Liverpool, New York, London, Paris, St. Louis, San Francisco, New Orleans, and the rest.

Instead of employing pupils in drawing maps of the mountains of Switzerland, so as to learn in detail the position of the glaciers, the passes, &c., one would work to more purpose to show the modern States system of Europe—to point out, for example, such relations as follow from the position of the two great grain ports, Dantzic and Odessa.

It is believed that this is a far more practical course to pursue, and that it is at the same time awakening to the minds of youth and productive of habits of close thinking.

Besides this, we are called upon to give, as far as lies in our power, such an education to the rising generation as will fit it for political insight and wise statesmanship.

This department of Geography, involving as it does the elements of political economy, is the corner-stone of such education, and should be laid with due care and earnest regard for the result.

W. T. HARRIS.

PUPILS should be taught the greatest possible dexterity in the elementary operations and the application of the same to the reckoning of interest, commission, discount, and other business processes.

The pupil who can analyze and perceive the relations of thought expressed in a sentence, has far more practical acuteness of mind than the one who can solve an intricate problem in arithmetic. To decide points of morality, equity, justice, statesmanship, and other essential interests, we must have more *qualitative* culture in our schools.

THE glory and happiness of a community consists in vigorous efforts, springing from love sustained by faith, for the diffusion through all classes of intelligence, of self-respect, of self-control, of thirst for knowledge, and for moral and religious growth.

#### MEANS TO AN END.

WE hope the article on Schools in West Virginia, published in our last issue, was very carefully read.

We see in it many things to admire and to commend.

As a means of interesting both the pupil and the parent, it proved to be eminently successful. The parents, too, were tax-payers, and it gave the teachers an opportunity to demonstrate to the tax-payers the worth and the measure of their work. We should have more liberal *estimates* made for all our schools in this State, if the taxpayers knew what and how much our teachers are doing.

Not knowing much about it, they are disposed to cut down the "estimates" for teachers' wages and other necessary things, to the lowest figure possible.

For this, our teachers themselves are very much to blame. They do not take care that the taxpayers shall be kept well posted on what the schools are doing—on what improvements are being made.

This graduating system, adopted and so successfully carried out by Prof. A. L. Wade of Monongalia county, West Virginia, would certainly work a much needed reform in this direction.

There is so much of real practical value in it, touching as it does this vital question of the *worth* and the work of our teachers, that we are disposed to strongly commend it to the attention of our friends all through the West and South.

BEFORE all things, we must guard the elements that tell upon the aspiration of youth. Next to religion in a national culture is the influence of literature.

What are your children reading?

#### RAPID GROWTH.

THE St. Louis Public Schools began in April, 1838, with less than 200 pupils.

#### GROWTH OF THE SCHOOLS.

	Enrollment	Population. in Schools.
1841	20,826	350
1851	83,439	2,437
1861	163,783	13,380
1871	325,000	31,202
1878	480,000	55,995

The increase of the number in the schools has been faster than the growth of the population of the city, at all periods.

But it must not be supposed that St. Louis has a very large proportion of its population in school.

#### OTHER CITIES.

Other cities generally have a larger per cent. than St. Louis, enrolled in school. Thus Chicago in 1860 had 15.1 per cent. of its population, and in 1875 it had 18 per cent. enrolled in its day schools (while St. Louis had even last year only 10.2 per cent. in its day schools). Boston enrolls about 16 per cent. of its entire population in its schools, while New York and Philadelphia enroll a still larger per cent. of their populations.

#### POPULARITY OF THE SCHOOLS.

All this only goes to show that the schools of St. Louis are in a very prosperous condition as to favor with the inhabitants of St. Louis, and that in consequence of their popularity, the expense for permanent improvements is much larger than it would be were the ratio of increase only as great as that of the entire population.

In 1841, the public schools enrolled only one pupil to each 83 of the population of the city.

This ratio increased to one in 35 in 1851, on the occasion of the collection of the first city tax for school purposes (an assessment of one-tenth of one per cent. on taxable property). In 1861, the public schools (counting both day and evening schools) enrolled one in 13 of the population; in 1871, one in 11; in 1878, one in 9.

Knowledge of some kind, thoroughly mastered, and mastered by one's own labor, is a first requisite for self-help.

#### REFORMS NEEDED.

BY PRES'T THOS. HILL.

THE great reform needed in our public schools is to postpone reasoning to the higher grammar classes and to the high schools, and give attention to the powers of perception and imagination, and the acquisition of skill.

It is worse than useless for a child to explain his arithmetic until he has acquired rapidity and certainty in ciphering; it is worse than useless to study spelling and grammar before the child can read fluently and intelligently.

Let the teacher state and solve a question on the *blackboard*, then state one for the class to solve on their slates. Let the question require but few figures; better solve ten questions requiring in all four hundred figures, than four questions requiring five hundred figures.

Let the teacher read a sentence, then require the child to read it; let the teacher, and the class in concert, read alternate sentences; better thus read three pages, instead of having the pupil stammer and spell out one page.

By this rational method of teaching reading and arithmetic to children under twelve years of age, they become vastly better mathematicians, spellers, readers, and writers; I know it by testing it on hundreds of children.

Nor is there anything in this inconsistent with the drill of the public school; it has been in public schools that I have seen its successful working.

The time thus saved from the ingenuous and injurious torture of the spelling book and mental arithmetic may be advantageously used in the careful cultivation of the powers of observation and imagination. In the very process of saving, you give the pupil more skill and more knowledge of the fundamental arts of using language and using numbers than is given by the usual modes.

## ARKANSAS.

WE find the following important suggestions in a document just sent us by Hon. J. L. Denton, State Superintendent of Arkansas. They are worthy of attention and consideration.

## EDUCATION AND IMMIGRATION.

"That we need an increased population for the adequate development of our resources, for the advantageous utilization of our abundant blessings in the way of soil, minerals, climate, timber, water-courses, &c., admits of no question.

It is increased population that renders practicable the erection of school houses and churches, instead of the miserable apertures which flock the land. It is increased population that improves the land, and converts it into an elysium of surprising fertility and salubrity. It is increased population that lays its hand upon our swiftly flowing streams, and enslaves their strength in manufacturing instead of allowing them to fritter away their valuable force unutilized.

But the

## IMMIGRATION

which accomplishes the end we desire must be intelligent and industrious. It is possible for immigration to be a curse rather than a blessing. Although this is not very probable, still immigration to our State will savor of ignorance, indolence, improvidence and general worthlessness, in direct proportion to its lack of education, energy, enterprise, intelligence, and industry. I believe there can be no stronger magnet for the attraction of these desirable qualities than the vigorous encouragement of our public schools.

A short time since the idea gained currency in the newspapers, 'Let us make haste slowly in building up our free schools; let us be content with the little we have done; and wait for

## IMMIGRANTS

from States of more experience in free schools to show us how to successfully build up ours.'

It is evident, upon a moment's thought, that such reasoning is largely fallacious. Although a population experienced in and appreciating public schools would contribute very much to the successful management of our free schools, still we cannot expect such population from abroad till we, ourselves, have shown a commensurate interest in the matter.

Again, it is urged, 'We need immigration before we can do much with our public schools, because public schools are compatible only with a dense population—a very appropriate thing for the town, or wealthy and crowded country community, but not practicable in the thinly settled country district.' Of course, public schools are dependent upon population and wealth; but, costing from twenty-five to fifty per cent. less than private schools, they are practicable whenever private schools are practicable. Our wisest policy is evidently to use our means to the best advan-

tage; not wait for immigration to build up our free schools, but build up our free schools to encourage desirable immigration."

A wise conclusion. Again, he says: "We need

TEACHERS' INSTITUTES in every county. Every teacher in the State, if possible, should attend these institutes. They should be held frequently, and itinerate over the different counties, so as to reach every community as far as practicable.

The State Superintendent is always ready to give any information needed about this or any other educational matter."

The St. Louis, Iron Mountain & Southern Railway Company are extending the very best facilities to a good class of immigrants. They have thousands of acres of good land for sale cheap, and the climate of Arkansas is unsurpassed.

## INTERESTING FACTS.

OUR teachers, by a little wider course of reading, can do much to inspire their pupils with a knowledge of the resources of the country. Geography, history, and lessons in political economy, can all be made doubly interesting and valuable by such facts as the following, which we clip from an article on the "Condition and Prospects of the

SOUTHERN STATES," in the last number of the *National Quarterly Review*. Mr. Somers, the able author of the article, says:

"Turning from the cultivation of cotton to its manufacture, the result is in a high degree satisfactory. The infant industry, in spite of manifold and exceptional disadvantages, makes steady progress. We give a few of the most striking statistics in regard to it, from which the reader can draw his own conclusion. The Graniteville factory in

SOUTH CAROLINA, during the period from 1868 to 1878, increased its production rapidly and continuously, with the exception of two years; paying in one year a dividend of over 26 per cent., and an average annual dividend of nearly 11 per cent. Its surplus increased from \$6,664.27 in 1868, to over \$480,000 in 1878, while the expenditures provided for out of its

GROSS PROFITS amounted in nine years to \$330,000. Nor is this an isolated instance. In the same year in which a dividend of over 26 per cent. was declared by the Graniteville company, the Augusta,

GEORGIA, and the Tallahassee, Ala., factories declared dividends of 20 per cent. each; while the Langley, S. C., Manufacturing Company surpassed both, and nearly reached the exceptionally high figures of the Graniteville. Starting on a capital of \$100,000, this establishment had in 1877 already realized more than \$325,000 in profits—a result obtained in a period of less than six years. In the season of 1872-3, the Columbia, Ga., Mills consumed 7,428

bales of cotton; in that of 1877-8, 12,792 bales; while their estimated consumption for the present season is 15,000 bales. Similar investments are reported as highly profitable in Wil-

mington,

NORTH CAROLINA; while the Chattanooga manufactory in Tennessee are said to have more than doubled the profits of agriculture and the value of real estate in that vicinity."

## FACTS WITHOUT NAMES.

THE graduates of the "National Normal School," and every other reader of the JOURNAL, will be interested in the following, which we clip from the *Reunion*:

"We teachers all know from experience or observation, the full significance of the term, a *hard* district.

My narrative is about a school which was not easy, and of a district which was not as progressive as it might be. The directors, indeed, were not likely to make innovations upon old methods and usages. They were fair representatives of a neighborhood which Dwight's Country Schoolmaster would have satisfied, and had often agreed that, among the qualifications of a teacher, muscle was an essential requisite, and esteemed it a commendable exhibition of nerve if their pedagogues could 'knock down and drag out' without flinching. Their particular failing was a deeply rooted prejudice against female teachers and 'new-fangled' methods of teaching. They liked a teacher 'who kept his full time without grumbling, wasn't always begging vacations, running away to county institutes, getting his head turned upside down about improved methods and other such like stuff.'

But in spite of their conservative spirit and their old, long-tried notions, the school did not improve; on the contrary, it had a decidedly bad reputation. The last teacher invariably succeeded in making a more disastrous failure than his predecessor. The boys became more unmanageable and defiant with every victory gained. The teachers, directors, and whole neighborhood had frequently to acknowledge they were completely beaten out by the boys. Finally, the district became proverbial as an undesirable position for a teacher seeking a situation. Their school, always the last one supplied, invariably got the last teacher of the supply.

In their perplexity, the directors concluded something must be done; so resolved to try a college graduate; a regularly educated teacher. One was secured by paying an unusual price. But he was their last. And he was so, because college-prepared intellect proved more calamitous, if possible, than home-made muscle. The good directors were well nigh cured of experimenting. But the time for opening school was again at hand. No teacher had been engaged. Nothing could be done but to apply to a man, especially repugnant to them, because he was Principal of

what appeared to be a manufactory of teachers, where, as they had often contemptuously said, 'The best article of teachers of any size, color, age, qualification, sex, style or price, was ready made, or made to order. Stock turned out guaranteed to be in possession of the very latest and most improved methods of teaching. Waranted to give satisfaction, &c., provided you pay enough.'

Yes! they might as well go to this manufactory, and be content with what they could get.

So, to the Principal one of them went. That long story of their difficulties was entirely unnecessary. The Principal had long been watching their operations and understood perfectly their prejudices and difficulties. But, after relieving himself of his narration, the director made known his object in the following business-like manner:

"Now, Mr. Principal, you see how it is. We've got a rough district. We want a good teacher, who won't cost too much. We're poor; can't pay a large price. You see how we are fixed."

"Yes," said the Principal, 'I think I see just what you wish. Of course you would like some one who will make a good school of your bad one.'

"Just so, sir. That's just what we want."

"Have you tried a large, strong man?"

"Several of them."

"Have you tried a well-educated man?"

"Yes sir! Paid an extravagant price for a first-class college man, who knew everything but what he had to teach; and the boys beat him out and out. Poorest excuse we ever had. Indeed sir, we've tried everything—scholars and no scholars, large and small, strong and weak—all have failed."

"Suppose you take a lady teacher."

"A lady teacher! a woman? Why, the boys would scare her out of her wits—tear her to pieces. She would not stay in the house a week. Oh! no, that's out of the question!"

"I expected you would object, and doubt not that your objections seem well-founded. But, Mr. Director, let me assure you, my experience has proven that, in a school like yours, where for any male teacher it is but a question of muscular superiority, a lady teacher will—the more delicate and fragile the better—surely succeed, bringing as she does entirely new tactics, which the boys cannot and will not resist. Her wit and influence will disarm and overcome what a man's strength will develop by opposing. You need the tact of an honest, earnest, active woman. I assure you it will pay."

The word *pay*, reminded the economical director that women teachers can generally be hired at half price. Probably this, more than words of the Principal, modified his anti-woman-teacher prejudices; and he signified his assent by requesting the Principal to 'show his goods.'

"I'm glad you are willing to examine an article of our manufacture.

There is a lady in the house that I can recommend. I will request her presence and make you acquainted. But, Mr. Director, I shall do it upon the condition that you give her as much as you did your last male teacher. Men have been receiving from \$2 to \$2.25 per day, for ruining your school and your boys; and you know it would be unjust to give a woman but \$1.25 to \$1.50 for saving them. A female pupil pays me as much for tuition as a male. I believe you own a farm; you charge a woman as much for potatoes as a man. A woman's expenses in every direction are as great as a man's. Lady teachers, as a rule, do more and better work in the same positions than men. I pay my female as much as I do my male teachers. I find it profitable, too. You will do the same, if I ensure you a good teacher, I presume.'

After expressing some doubts about high-priced goods always being the best, he desired the Principal to introduce the lady.

The result of this interview was, in three months these same directors were thoroughly convinced that no one but a woman could teach their school; and more than that, no woman but this one. This notion, however, was afterward corrected. Her success in converting this worst of schools into one of the best, caused their teacher to be elected Principal of a union graded school of eight departments in a neighboring town of 3,500 inhabitants.

This union school had about as serious a history as the one she left. Male muscle and talent had been equally unsuccessful. The lady's reputation pointed her out as the person who could bring order out of sad confusion. She accepted the position, but (a mistake) at a salary of \$800, where they had been paying \$1,000. She labored hard and successfully.

She was required to teach six hours beside superintending. As a result, her health was bad. Directors, who, of course, could not superintend, would interfere with her plans. Thus worried, over-worked, hemmed in so that she could not act freely, in ill health, she closed her engagement successfully.

The school, which, when she took charge, was disorderly and badly regulated, had, by her labor and talent, been well disciplined and systematized. This she had the satisfaction of resigning into the hands of a gentleman who is now reaping the results of her labor, receiving the credit due her, building a good reputation on a foundation of her structure, and, at the same time, receiving \$1,500 salary. Of course the present incumbent is in no way responsible for these circumstances. It is all his good fortune, not his fault. Fortune favors the brave (*men*). The brave women it crushes.

Suppose women were allowed to vote. Is it likely that candidates for school directors, who believe in paying females half wages, would be elected in many of our districts, even

though the women will and must vote as their husbands, fathers, brothers, or lovers do?

Then, would not female teachers receive full wages, as they ought to, if they do equally as good work?

#### WEST VIRGINIA.

A vigorous, strong, helpful, and sensibly edited paper is the weekly *West Virginia Journal of Education*, deserving a vigorous support and a wide reading by the masses of the people, too. It will bring back to teachers who circulate it, ten-fold its cost. We clip the following from its last issue. If teachers would make up a column of such extracts for every local paper in the State, the taxpayers would be better informed, and would sustain the schools and the teachers by making more liberal appropriations.

The *Journal* says: "Parsimony in educational matters is not *economy*. West Virginia is languishing on account of ignorance. Every interest in the State is suffering because our people are not, have not been more intelligent, enterprising and progressive. We need not less, but more education, not fewer but more school houses, and above all we need a well-recompensed and liberally trained body of teachers, and two good Normal Schools in which to train more of them."

THE smallness of teachers' salaries is severely commented upon by the Rev. Mr. Cook. "The penuriousness displayed in parts of New England," he says, "in paring down these small salaries, is enough to set the very soil on fire."

#### Is it soil, or soul?

It ought to do both! This "paring down," unfortunately is not confined to "New England." Of course, better salaries will ensure better work, and the time children spend in school—only about three years on an average, slips away so fast, they ought to have the *best* of teachers.

If you don't think so, foot up the cost, if you can, of the *unwise legislation* that results from ignorance on the part of our law makers.

#### DRAWING AND MUSIC.

WE are indebted to Prof. J. W. Simonds, the able Supt. of Schools in Milford, Mass., for his excellent report, full of valuable suggestions, from which we make the following extracts on

#### SINGING, DRAWING.

"No person who has considered the advantages that would arise from having singing and

FREE-HAND DRAWING taught in our schools, questions the utility of these branches. Singing should be taught in each school, receiving a few minutes' attention each day, as a means of cultivating the voice and the aesthetic nature, of rest from the regular work, of relief to the restrained activities of the pupil, and of assuaging the tediousness of school life.

DRAWING should alternate with writing, receiving two lessons each week and writing three.

#### SCHOOL HOUSES

are cheaper than poor houses and jails. Good schools are less expensive conservators of peace than fortifications and armies. Virtuous intelligence is more reliable and far less costly to the State or community than vicious ignorance.

The influence of good schools is immeasurable. Their intelligent support, at any reasonable cost, is wise economy, and the highway to success and greatness in life.

#### WISE ECONOMY

will reject incompetent and inefficient teachers. Money paid such teachers is worse than lost, for they make pupils lazy, careless, unreliable, vicious, superficial in study, stronger to do wrong and weaker to do right."

WE hope the schools have been so conducted that pupils, parents, taxpayers and all, are enthusiastic to have the *same* teachers re-employed for another six or eight months. From private letters and personal conversation with school officers in this and other States, we are sure more work, and better work, has been done in the schools, as a general thing, than ever before.

IT is a good plan to keep up your interest in the pupils so far as possible, during vacation, and help the older ones in their selections of reading matter a little. The influence on your own reading and culture will be good.

#### THE PRINTED PAGE.

THE printed page is a great power to harmonize and inspire the people.

One reads, and so reinforces himself by the best thought and the best arguments of the strong minds, vigorously and tersely expressed. He helps his neighbor, too, the better to understand his view of the case, because, having before him the printed page, he reads and re-reads it so as to confirm his impression, and then appeals to it again, as it stands there in print.

But few people yet realize the advantage and power of the printed page.

First the county newspaper, then the great weeklies from the city, and then the religious newspaper, brings all the world to you, and takes you out of yourself into the society of the best and the strongest.

The newspaper then, not only increases your intelligence, but your faith in the possibilities of yourself and the great people among whom you dwell.

Circulate the printed page.

LORD BACON said: "Every man is a debtor to his profession, from the which, as men do of course seek to receive countenance and profit, so ought they of duty to endeavor themselves by way of amends to be a help thereunto."

#### THE KEY TO SUCCESS.

IS it not a fact that in the new condition of things, our national life demands a broader culture than in Europe, where the government directs everything intended for the people?

It deals out religion and the system of education as well as the laws and usages, to the masses. Hence, a few individuals that compose the so-called ruling class have a preponderating influence.

Here it is not so. The politician is no director but only an indicator of the popular will. The conviction of the people is the final arbiter. The stump orator has become insignificant before the editorial of the morning paper. The telegraph and railroad make a kind of common consciousness over the whole country.

Every one feels the necessity of knowing every day of his life what general interest is touched anywhere in the world. The printed page of the newspaper thus becomes a kind of atmosphere that he lives in and breathes with his intellect, just as he does the physical air with his lungs.

The unity of a vast body of human beings, living thousands of miles apart, is thus rendered more secure than that of two cities within so many miles of each other but without these mediums.

To be an American citizen in the full spirit of that term, then, requires one to be possessed of the key to this printed intelligence—the language or technique that it uses. This it is the province of our schools to give. And it is evident that it can be given in no other way than by teaching the pupil to master a printed book.

When he knows how to use a text book in grammar, in arithmetic, in geography, or history, he has opened the door to the mastery of all the text books, and he is thenceforth free from all personal supervision by instructors.

All the information that the best of our teachers could give to a pupil in a course of ten years would not suffice to exhaust a single topic, and it would be a very poor substitute for the ability obtained by mastering one book by himself. It is, therefore, the policy of our system rather to develop the ability to read intelligently the books on different subjects, than to give exhaustive information.

We therefore graduate our pupils comparatively young, and yet fully equipped with the mental apparatus necessary for the mastery of all.

It will be well, so far as practicable, for our school directors to re-engage the teachers who have done well in their schools, for the next term.

They have learned something of the dispositions of the pupils; know the progress they have made, and can take them right along. This will avoid friction and experiment, and during vacation the teachers will be laying up material for use next year. Do our teachers who have done well the justice to re-engage them at once.

## Tennessee Department.

## WHAT TENNESSEE NEEDS.

THESE is, perhaps, no more needful reformation in these days than that suggested by the absence of everything which is calculated to render the school room attractive to THE CHILDREN.

In most instances, especially in country districts, we are introduced to a large, cold-looking and uninviting apartment, where long rows of pupils sit uneasily in their seats. Nothing appears on the walls to relieve the barren effect of their painful sameness. Perhaps here and there may hang a miserable outline map of the world or of North and South America, the topography of which has been considerably impaired by the dust that has collected on its surface. The benches are of hewed lumber, without rest or support for the back, and the desks are the outgrowth of the brains of the self-taught country carpenter. In fine, there is nothing within view to render the school house or its associations in the smallest degree pleasant or agreeable.

It is an admitted fact that children's minds are formed and directed by the very nature of their surroundings, and be these surroundings beautiful or the reverse, so will be the ideas they implant, and, here I would inquire, why, in the name of common sense, something has not been done to meet the requirements of children in this regard? The exterior of a

## SCHOOL HOUSE

may be imposing in an architectural point of view, but if the interior be not in keeping with it, as a natural sequence, the pupils will prefer remaining outside to feast their young eyes on its pleasing proportions, to entering within its walls, where the gray monotony of the apartment, without one redeeming feature, awaits them. And again, are not the little ones far more susceptible and far more appreciative of the beauties of nature than those who are older?

Instance the care with which a rosebud will be tended by the childish hand, and the persistency with which

butterfly will be followed, and all for the sake of his silvery wings.

I do not propose to discuss the propriety, indeed the necessity, of school houses being rendered attractive, entirely from a hygienic point of view, although

## FRESH AIR

and a pure atmosphere are indispensable, and must occupy the first place in their economy. It will simply be my purpose here to suggest the advisability of the rooms being furnished in such a manner as to secure at least bodily comfort, and a healthy posture to the pupils. In these days, when the manufacture of school furniture and school apparatus has almost attained perfection, it is unwise and cruel on the part of those with whom rests the responsibility, to permit our school houses to be disfigured

with seats or desks, to occupy which for six or eight hours a day, will not only weaken, but eventually

## BREAK DOWN

the constitution of the most healthy or robust.

Who can tell what a multitude of diseases have been begotten in the school room by the absence of proper, necessary comfort?

Many a face, to-day pale and wan, which once vied with the roses in beauty, betrays the secret. Is it not then a binding duty we owe these little ones, to have a care how their tender bodies become

## DEFORMED

by our neglect?

It is as essentially our duty to provide them with convenient and comfortable seats, as it is to provide them with the necessary books of instruction. Most of us have experienced the irksomeness and fatigue consequent on a few hours seat on a plank, even when the time may have been shortened, so to speak, by an interesting conversation; and when we consider how these little creatures are compelled for six or eight consecutive hours each day, to occupy a bench, with their bodies unsupported, and their

## FEET DANGLING

in mid air, we cannot realize the aches they endure, or conceive how deplorable and baneful may be the results.

It is a historical fact that a very pious man, now no more, recognizing how necessary was bodily comfort to the proper performance of duty, directed that the churches which he controlled should be furnished with every appendage that could add ease and comfort to the worshippers, conceiving a truth, that their prayers could not arise from their inmost heart of hearts, unless the surroundings were in perfect harmony with their thoughts. To-day the visitor to one of the most beautiful churches in Rome, can find ample evidence of the truth I have stated. S.

## SCHOOL EQUIPMENTS.

To those in whose hands may be the office of equipping our

## SCHOOL HOUSES,

we would, first of all, impress upon them the propriety, nay the very necessity, of securing such seats as will ensure perfect comfort to the pupils. When they have succeeded in this, one-half of the tediousness and burden which the teacher has to undergo will be removed from his shoulders. The children will acquire their lessons far more readily, and far more cheerfully, because they can devote their whole attention to them, without having their attention called off by the

## ACHING

of this arm or that foot. I speak on this subject as an educator, and one, too, who has occasionally stumbled on hard lines, during the period of a long and varied experience.

Next to convenient and pleasant quarters comes the necessity of hav-

ing the walls ornamented with maps of some excellence of execution and finish, and perhaps a drawing or two, representing some familiar household scene. You may depend upon it that such things have their influence on the correct formation and development of the minds of those who have to look on them day after day, and they will carry with them no small part in the characteristics of the future.

It may be argued by some, that the acquisition of these ornaments and comforts will be accompanied by a pecuniary outlay, which would find a more useful return in the purchase of books or in the work of a teacher; but if they who hold such opinions would but investigate the matter, they could not fail to discover the fallacy of their doctrine. In a school room where everything breathes the very spirit of comfort,

## THE TEACHER

himself becomes invested with an enthusiasm which will lead him to perform his duty far more cheerfully, and far more efficiently, than he otherwise would. The necessary outlay would be a gain to both teacher and pupil, as well as to parent.

I have very briefly called attention to this important reform in

## SCHOOL MANAGEMENT

in the hope that some at least will appreciate the object I had in view in doing so,—the welfare of those who are nearest and dearest to me.

I would yet add one word more. My experience is comprehensive enough to enable me to know that there are many thousands of schools in these United States where neither trouble nor money has been spared to render them attractive, but while this is undoubtedly so, yet the number is legion of those whose interiors are as uninviting as the plains of the Great Sahara.

It is unnecessary for me to point out the difference presented by the personal appearance even, of the pupils who represent each of these two kinds of schools. The children of the former will be bright, mirthful and happy, while those of the latter will be quite the reverse, yet the natures of these children will be precisely similar, and their personal dissimilarity is simply the result of their respective surroundings.

To go a little further, the one will possess a tone of intelligence, while the other, because less favored, will betray a coarseness and an absence of refinement, in keeping with the associations of its school room. Let the skeptic judge of this matter for himself. The opportunities and facilities for informing himself of the correctness of these conclusions are to be found, at his disposal, in every town of his State. We will feel much surprised if he do not return from his tour of investigation a better and a wiser man, and thoroughly impressed, besides, with the conviction that

an outlay not only in school furniture but in school ornaments, is attended

with far more healthful results than he dreamed of in his philosophy.

S.

## TAKE THE PAPERS.

THE people, and our teachers especially, ought to remember that newspapers are to the civilized world what the daily house talk is to the members of the family—they keep up our daily interest in each other, they save us from the evils of isolation.

To live as a member of this great race which has filled Europe and

## AMERICA,

and colonized or conquered whatever territory it has been pleased to occupy; to share from day to day its thoughts, its cares, its inspirations, it is necessary that every person should read the

## NEWSPAPER.

Why are the French peasants so bewildered and at sea? It is because they never read a newspaper. And why are the inhabitants of the United States, though spread over a territory fourteen times the area of France, so much more

## CAPABLE

of concert of action, so much more alive and modern, so much more interested in new discoveries of all kinds, and capable of selecting and utilizing the best of them? It is because the newspapers penetrate everywhere; and even the lonely dweller on the prairies or in the forest is not intellectually isolated from the great currents of public life which flow through the telegraph and press.

S.

ONLY faith in something, and enthusiasm for something, makes a life worth living.

## THE STUDY OF POETRY.

I DO not propose in this article to treat of poetry in the higher acceptation of the term, but wish simply to draw the attention of those engaged in the educational training of the young to a want which I should like much to see supplied. I refer to the absence of all attempts to cultivate a taste for poetry in the minds of the children.

The study may appear incompatible with the prosaic realities of the nineteenth century, and its acquirement may be deemed unnecessary by those who aspire to no wider spheres of usefulness than those occupied by their forefathers. Be this so, if its possession brings them no profit, it will most assuredly be unaccompanied by loss.

But to return to our subject. It is true that nearly all of the Readers now in use contain the most exquisite gems that can be culled from the green fields of poesy, but how often do we hear those gems read in a manner to indicate anything but a true appreciation of the beautiful thoughts that lie hidden in their lines? The sing-song style in which they are too often rendered, betrays the fact that the lips speak what the feelings and

senses comprehend not. In my humble judgment, there is no class of reading more conducive to the conception of a pure ideal than that imparted by a perusal of the *chaste* in poetry.

#### THE AIM OF POETRY.

The aim of poetry in all ages has been to spiritualize the nature of man, to associate in our minds the pure with the noble, and to invest with a robe of beauty and loveliness what would otherwise be but the cold gray sky of every day life. While I grant that a great deal cannot be accomplished in the rooms of our public schools toward cultivating a finished taste for the beautiful in language—yet some progress may be made.

The teacher, if he knows his duty, can point out to his class the pleasing and graceful thoughts that may be met in the daily recitations. He may analyze the silvery language in which those thoughts are clothed. In fine, he can, if his heart is in his profession, call into being lines of thought that will lead in time to come, to fountains of ever-increasing pleasure to those whom he now instructs. By doing this he may develop in the minds of his pupils some germs, that maturing in the long passage of the years, may gild the dark clouds of life with the linings of the diamond.

There are few of us whose hearts do not swell with a deeper and a purer emotion on hearing the words of some almost forgotten hymn, sung it may be by a mother at our bedside in the days of the long ago.

Associations of this kind will ever remain with us, and their age only adds a more mellow and sacred influence to their character. The prose of our young lives may be forgotten, and leave not a trace on the tablet of our memories, but the lines of poetry we were taught to lisp at a mother's knee, will not be forgotten, and in recalling them from among the things that once were but now are not, the reminiscence will be interwoven with all that is holy and with all that is tender in by-gone days.

Who is not strengthened and helped by carrying with him memories of the beautiful, the pure and the poetic, even as the sweet words and caresses of a loved one linger in our hearts and make us strong and faithful amid the cares and the duties of life?

Let the teacher have his class commit to memory some of the many beautiful pieces that are to be found strewn like shells by the sea shore over the pages of the readers that are now published. Let him explain to them the beauties with which they are invested, and he will perform a duty which now repays not the trouble, but which, we know well, will in the days to come bring back many a poor wandering heart to the log cabin, when far away from home, he listens once again to the familiar lines he so often repeated within its walls.

A celebrated philosopher of our own days has spoken truth when he said that the lullaby that soothed us

to sleep in our cradle, had more influence for good in our lives, than all the impassioned orations that we listened to in the days of our manhood. "How dear to my heart are the scenes of my childhood

When fond recollection presents them to view! The orchard, the meadow, the deep-tangled wild wood, And every lov'd spot which my infancy knew."

YOUR success in life will depend, to a large extent, upon your capacity to organize, and to work with others.

One person cannot do much alone—nothing practicable is impossible to the person who has ability to organize. Can you do it? Try it in your school district.

#### MUSIC IN PUBLIC SCHOOLS.

MANY elaborate comments have already been published on the question as to whether or not the study of music should be entered on the list of the necessary branches in our schools, and, as is usual in such cases, opinion is divided in regard to it. I venture to take up the much argued subject, and discuss it from a peculiar standpoint, and one which I have never seen occupied or touched on by the many who have both talked and written on this question.

While I readily grant that a knowledge of music may not be an element necessary to the proper discharge of the duties of life devolving on the average man, or the average woman, yet I believe that it is at least of sufficient importance to awaken our attention in regard to it. The very excellence, perhaps, of mental and intellectual culture, can be reached without the appendage of a familiarity with the laws of harmony.

Suppose this be so, this fact alone cannot be maintained as a sound argument against the propriety of musical cultivation. A rose may bloom into beauty, and seem to us the beau ideal of everything that is lovely in nature, yet the color of its leaves, or perhaps its fragrance, may not entrap the connoisseur of the flower garden. And why? because the soil on which it may have blossomed, or, it may be, the absence of the necessary care, has not called out that perfection of tint, or grateful odor, it might have acquired under the attention of more practised hands than our own.

Now, the aim of education, as I understand it, is, firstly the inculcation of virtue; and, secondly, the investment of man with that knowledge which will enable him to earn his subsistence. To be sure, there are other ends to be gained, but they are only threads in the web of the two aims I have mentioned. Whatever then tends to the cultivation and promotion of virtue forms one of the component elements of

#### EDUCATION

in the pure and true sense of the term, and it is in this connection that I propose to treat of the question of music.

I need say but little on the influence possessed by music over the

emotions of the human heart. We have all experienced the soothing, melting effects produced upon us by the repetition of some familiar air associated with the days of our

#### CHILDHOOD.

Does not the simplest song bring a comfort to the sorrowing, and a purer elevation to the religious soul? Does not the strain of some well-nigh forgotten ditty nerve us to high resolves?

Bayard Taylor, in his "Song of the Camp," has described an incident which occurred during the Crimean war, and which is a proof, if one were necessary, that even amid scenes of carnage and death the heart of the soldier is melted on hearing again the melody that charmed him in the days gone by.

I would not propose that music should be taught as a fine art or a profound science, and neither would I propose that its study should trespass largely on the school hours. With a half hour's instruction each day, a very great step will be made in a few months, and an interest will be created in its study, which will eventually unfold itself with ever-increasing pleasure to the pupil. A child may be charmed into a recognition of delights that await it, by the practice of a simple melody,—and may it not be that music may yet prove to be one of the most powerful auxiliaries in the department of education?

By some it may be argued that the

#### STUDY OF MUSIC

is impracticable, from the fact that but few of our teachers have secured a musical training, and consequently are unable to impart that of which they themselves are ignorant; but with the numerous hand books available, the teacher may very soon acquire sufficient mastery of its elements to permit of his instructing a class in the laws of harmony.

I venture to state here that where music has been introduced into a school, no one study will have a more beneficial result. Can we picture any more beautiful method of commencing the labors of the day than by singing some familiar hymn? Will it not have a tendency to promote punctuality of attendance on the part of the pupils?

#### IN GERMANY,

where the knowledge of music is considered as important an element as the knowledge of the mother tongue, what happy results have been the consequence? The long winter evenings, which would otherwise be dreary, are enlivened by the voices of the children as they nestle around the family hearth. The little one is rocked to sleep by the lullaby learned in the public school, and the fond good night is chanted in tones that will live in those young hearts forever. Such associations as are begotten in the fair fields of music are never forgotten, and their influence for good in our future cannot easily be realized.

I have but briefly called attention to this subject, in the hope that abler pens than mine may assume its advocacy, and that the study of music will

prove, at no very distant day, one of the branches taught in

#### EVERY SCHOOL

in our fair land. When this step has been taken, a natural refinement will follow, and a more healthy, because a more poetic view of the realities of life will be produced. And may it not be that many hours of sorrow may be spared us and the raven treasures be preserved from the silvery touch of age, by the remembrance of the sweet melodies that we have cherished in our hearts,—the sole remaining mementos of the

#### HAPPY DAYS

of the past. If we accomplish this much even, the study of music will not have been profitless, but instead will have been attended with a compensation which the wealth of the Indies could not purchase, and the value of which is not depreciated by the approach of our declining years.

S.

THE Ninth Congressional District Institute will meet at Bell's Depot, on the Memphis, Louisville & Clarksville Railroad, on Wednesday, 15th inst. Teachers and others interested in the great field of education are earnestly requested to attend. The arrangements for the reception of visitors will be complete, and it is hoped that the attendance will be gratifying to every friend of the cause.

S.

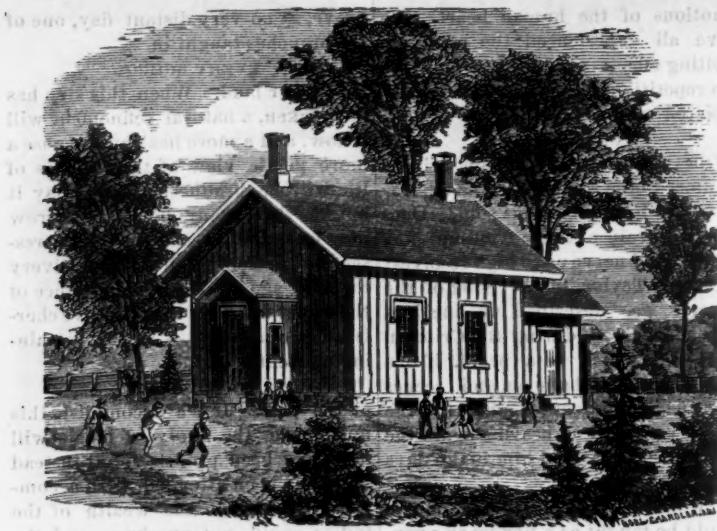
It is the training to habits of obedience, and truthfulness, and industry, in the schools, which give the pupils a good start in life. They get plans, and methods, and foresight here.

It must be perfectly clear that people who live from day to day without plan, without rule, without forethought—who spend all their earnings, without saving anything for the future—are preparing beforehand for inevitable distress.

As for what we call "institutions," however good in themselves, they will avail but little in maintaining the standard of national character. It is the *individual men*, and the spirit which actuates them, that determine the moral standing and stability of States and Nations. Government, in the long run, is usually no better than the people governed. Where the mass is sound in conscience, morals, and habit, the Nation will be ruled honestly and nobly. But where they are corrupt, self-seeking, and dishonest in heart, bound neither by truth nor by law, the rule of rogues and wire-pullers becomes inevitable.

Good laws, energetically enforced, with compulsory education, supplemented by gratuitous individual exertion, will certainly succeed in giving the mass of the people so much light as will generally guide them into so much industry and morality as is clearly conducive to their bodily ease and advancement in life.

Sooner or later we are compelled to rest upon that ultimate basis of all public weal, the individual character of the citizen.

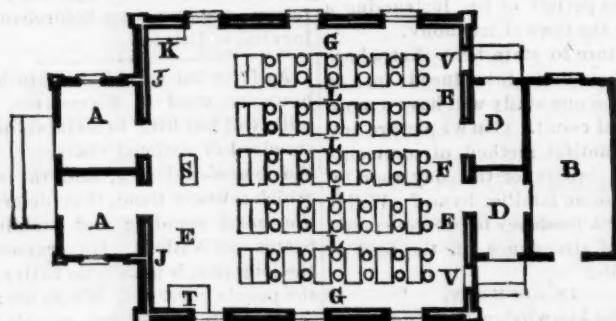


## SCHOOL HOUSES.

HON. S. D. BARLOW, Secretary and Treasurer of the St. Louis, Iron Mountain & Southern Railway Company, and formerly President of the Board of Education in St. Louis, and who has been largely identified with nearly all the leading enterprises which have helped to make St. Louis a great city, and give to the West and South the best facilities for getting their goods to market, says:

"Not the least among the *essential* features of an efficient and popular school system is the character of its *school houses*, as well in regard to architectural design as to their appointments for comfort and convenience. Formerly the school house was distinguished for its frigid and dilapidated exterior, its cheerless apartments, and crude furnishings; these being generally in terrible harmony with the scowls of the school master and the discipline of the rod within. But happily the times have changed for the better. The unseemly old structures are fast crumbling out of sight, and giving place to others more in consonance with cultivated tastes and the important purposes of education. And it is gratifying to note that, in proportion as we advance in this direction, as we construct our school houses as other public edifices are—with a proper regard to style and finish, as well as to appropriate arrangements for their substantial requirements and comfort—we promote *economy*, attract a superior class of teachers, stimulate a higher sense of self-respect in the pupils, and, as a consequence, render the schools *more efficient* and the discipline less rigorous."

These are wise words from one of the most practical and sagacious business men in the Southwest. We give below the



GROUND PLAN OF THE CUT SHOWN ABOVE.

Main Building, 30 by 34—14 feet post in the clear. A A—Double Porch 10 by 10. B—Woodhouse. D D—Passages 16 by 4. E—Space in front of desks, 10 feet wide, for teachers' desk and platform. F—Space in rear of desks, 5 feet wide. G G—Aisles 3 feet wide, to give space for pupils to work at Blackboards between the windows. L L—Aisles 2 feet wide. H H—Desks, 3 1-2 feet long by 2 1-2 wide, floor space. J J—Blackboards in front and on walls between windows. K—Case for books and apparatus. S—Stove. T—Table. V V—Ventilating flues.

### BETTER VENTILATION.

Our teachers would do well to remember that frequent changes of air cannot be neglected with impunity. It is estimated by those who have given the subject most attention, that more than one-half of the diseases that afflict the human race can be directly traced to the breathing of foul and impure air. Proper attention to ventilation will go far to secure good health, while neglect will certainly produce disease to a greater or less extent.

### BLACKBOARDS.

Let the wall be *hard finished*—that is, finished with a half-inch coat of plaster of Paris, and after it is thoroughly dry, apply three coats of

### HOLBROOK'S LIQUID SLATING

on all the space in front, sides, and in the rear of the seats. To properly apply it use a fine camel's hair brush. Thoroughly shake the slating, and pour a small portion into a shallow vessel, and apply with quick strokes from right to left, without repeating as in painting. Two hours after the first coat is applied, a light rubbing with emery paper prepares it for a second coat. A third coat is usually required to make a durable and thoroughly first-class blackboard. Total cost:

Slating, one gallon	\$8 00
Brush	75
Emery paper	10
Labor	2 00
Total	\$10 85

The base-board or wainscoting should not be more than two feet high from the floor, and a strip of board or moulding should be run along the top of the wainscoting, to form a receptacle for crayons, blackboard erasers, &c. Three and one-half feet above this, nail a narrow strip of moulding for the upper side of the blackboard, and you are then prepared to apply the slating, which comes in cans holding from one pint to a gallon.

Next to a good Blackboard should be a set of Outline Maps—about 9 in a set—embracing hemispheres, the continents, political divisions, and, either on the same map or a separate one, the physical appearance of the earth, so far as it is represented by elevations, trade winds, ocean currents, isothermal lines, &c. Such a set costs from \$20 to \$30, according to size.

An 8-inch globe, with horizon and quadrant, in case, from	\$8 to \$15 00
A set of cube-root blocks	1 10
A set of primary reading charts	5 00
A call-bell	1 25
A numeral frame	1 50
Writing charts—A magnet	6 50

A total of 60 to 80 dollars for Blackboards, Globes, Clock, Outline Maps, and other necessary apparatus, will cover a very good outfit in every district school, aside from the school furniture; and school desks of the most improved styles can be had for an average of \$2 to \$2.50 per pupil, while the ordinary cost of pine benches is about \$2 per pupil.

These estimates should be made in addition to the amount needed to pay the teachers, at the regular annual meeting, and the money should be collected, to be drawn upon to pay the wages of the teacher at the end of each month.

[We find the following in a late copy of the School Laws, and publish for the benefit of all concerned.]—Eds.

### RULES FOR THE MANAGEMENT OF SCHOOL DISTRICT MEETINGS.

Much unpleasant litigation may be saved by observing the conditions and rules of order necessary to a legal meeting. A few suggestions and rules relative to the conduct of a district meeting are here appended:

I. Notice of all meetings, stating the object for which they are called, should be given as prescribed by law; and the directors should see that paper, ink, and all necessary conveniences are provided for the occasion.

II. When the time for the meeting has arrived beyond doubt, it is proper for some citizen to call the meeting to order and nominate a chairman. When this nomination is seconded, the person making it should take the vote, and introduce the chairman so elected.

III. The chairman must first call for the election of a secretary.

IV. The secretary should record all motions voted upon by the meeting, complete the minutes, and present them for the approval of the meeting before its close. These minutes, signed by the secretary and president of the meeting, should be placed in the hands of the clerk of the board of directors.

V. After the election of a secretary, the chairman should state the object of the meeting by reading a copy of the call, if possible. He should then state that the meeting is ready for any proposition relating to the business for which it is called. In conducting the business of the meeting, the following rules are observed in all rightly conducted deliberative assemblies. They are taken substantially from "Cushing's Manual:"

1. All business should be presented in the form of a motion, order, or resolution. 2. Any member of the meeting may present a motion, but to do this he must first rise, address the chairman, and be recognized by the chairman as having "a right to the floor."

3. No person is entitled to address the meeting, except under a pending motion, which has been seconded.

4. No person is entitled to speak more than twice upon the same question.

5. Any motion may be modified by a motion to amend, or to amend an amendment.

6. All amendments must be voted upon in the reverse order in which they are presented; that is, the last amendment must be acted upon first.

7. There are certain motions which, from their nature, take precedence of all other motions, and in the following order: First—The motion to adjourn, which is not debatable, and supersedes all other motions whatsoever. Second—The motion to lay on the table, which is not debatable. Third—The motion for the previous question, which is not debatable. Fourth—The motion to postpone.

8. To suppress debate upon a pending proposition, any member may move the previous question. The chairman must then put the motion in this form: "Shall the main question be now put?" This motion is not debatable. If it prevails, the main question must be put, exactly as it stands. If the motion for the previous question does not prevail, it is the custom of ordinary deliberative meetings to allow debate, commitment, or amendment to proceed.

9. A motion already adopted may be reconsidered. The motion to reconsider places the question in precisely the same state and condition, and the same questions are to be put in relation to it, as if the vote reconsidered had never been taken. Ordinarily the motion to reconsider is made by a person voting previously on the prevailing side and during the same meeting at which the original proposition was passed.

10. The motion to adjourn is always in order, but, having once failed, it cannot be repeated until other business has intervened.



ELIHU BURRITT.

BURRITT, the learned blacksmith, has died, at the advanced age of about seventy years, since our last issue, and left few, if any, living compeers in his combination of talents with enthusiastic philanthropy—a philanthropy which absorbed a large part of his life in most unselfish and active labors, whereas a tithe of his talents and prodigious industry would be an ample capital for fame and fortune to ordinary men of more selfish aims.

He never amassed wealth, and never married—two points, which the money-makers would say, made his life a failure. But his habits were very simple, and his labors have been very great for the children of others,—who rise up by thousands to call him blessed.

We wish now to emblazon in bold relief one of his sentiments, as recently quoted by one of his few pupils, to the effect, viz: "Genius is not the accident of birth, but the creature of will." It coincides sufficiently with the sentiment of the eminent Dr. Rush; "Let those declare in what consists the embalming of fame, who, to the soul of intellect, have joined the strong body of laborious toil"—or nearly these words.

#### THE BLACKSMITH.

The blacksmith became a linguist of very large attainments, while still toiling at his forge. Therein is the emphatic lesson we would present and urge on all our readers. There is time enough in the life of many men, if not most, to do much excellent study.

If parents will look well to their own spare hours, they can often learn more than their children have during the school hours—and outspeed them.

Or, again, if parents will teach their children to use their spare hours to advantage, it will enhance two-fold the value of their school duties.

Or, once more, if the sons and daughters of the poor will only use their scanty resources wisely, they will advance rapidly, and with solid results—as numberless examples prove.

"The will is the man," as some mental philosopher concisely remarks.

"The will is the man" in the noblest

sense, when it holds all the best powers of the man to the chosen aims or objects of his course—subordinating all minor claims of pleasure, honor, ambition, idleness, to the main pursuit,—learning "to labor and to wait"—carefully gathering materials and means and resources, during many years, if need be, till the time comes to build the stately and magic structure, like David preparing and accumulating for the temple of his God, and John Milton for his "Paradise Lost," and Bayard Taylor for his "Faust," and Burritt to be known the world over as the "Learned Blacksmith."

When the will is the dominant power over all the intellect, and yet is dominated and impelled by the judgment and by the conscience, then the man will make the best and the most of himself, in whatever pursuit or business he may be embarked.

#### THE STRONG WILL.

Such a will is a full head of steam, and that always let on as it is needed, to the most effective use of time and talent and resources. It is called by various synonyms, such as: perseverance, diligence, tenacity of purpose, resolution, pounding away—and others—all of which are merely one and the same attribute—the strong will—the *sine qua non* of eminent and lasting success. Sheridan failing in his first parliamentary efforts; Disraeli hissed down as an execrable speaker on his first attempts; Daniel Webster unable, as a school boy, to declaim; Robert Bruce and the spider, after many efforts, gaining victory; Demosthenes declaiming by the sea shore, and with pebbles in his mouth, to gain force of voice for public audiences—and thousands more who are living embodiments of the general truth, "where there is a will, there is a way."

Parents and teachers, have your children strong wills? If so, thank God, and take courage. They will win.

To illustrate this from war. The will is the general or commander who rallies all the forces he can get, far or near. The will organizes them into companies, regiments, brigades, divisions. The will drills and disciplines them into effective troops, veterans in duty, and exultant with victories, till at last, as Macaulay says of Cromwell's Ironsides, "they rejoice greatly when they behold the enemy." The will stations the powers of mind and purposes of soul where they can best attack and best defend.

#### SURE TO CONQUER.

With the potent sway as of a despot, the will of such a character never stays whipped, any more than Gen. Jackson did among the Seminoles. With an accurate judgment of means and ends, it is sure to conquer, first or last, and if not the whole territory, yet at least enough to secure its position, and menace the residue with speedy overthrow. The success is a mere matter of time, when talent and judgment and will co-operate in all the common walks of life, and many of the higher walks, also.

Do you say, "My child has too strong a will, is wilful and headstrong?"

We reply, "Use more care, skill, reason, sympathy, affection, as means to enlighten and guide the will. By this you will make the best of its force. Avoid square fights, will to will, face to face. Flank the will of the headstrong, as a skilful general maneuvres. Govern, but by the best means,—as you may lead an elephant by a silk thread. Turn the child's will to knowledge, virtue, and usefulness."

L. W. HART.

BROOKLYN, N. Y.

## Good Things.

### WHICH?

Prof. Youmans says in a late issue of the *Popular Science Monthly*, that "it cannot be kept too clearly in mind that the broad issue of modern educational reform is whether sciences or languages shall predominate as objects and instruments of culture. Shall physical nature, life, man, society, and the actual phenomena of experience, become the leading objects of study; or shall the acquisition of forms of speech, the accumulation of verbal symbols, and the discipline of grammar-grinding continue to hold their traditional ascendancy? No question now arises as to taking both of these modes of mental culture along together, for it is conceded on all hands that neither can be dispensed with, but the contest is as to which shall lead in a rivalry of widely different systems. The issue is, by which method shall the education of the future be characterized?"

*Appleton's Journal* has a series of most admirably instructive articles by Dr. Smiles, from which we clip the following on

#### THE BENT OF CHARACTER.

Let us remember all the time that character is not formed by well-ordered social arrangements: not by the recipes of social reformers; not by elaborate organizations; but by the influences that have been present since society existed, the school of the hearth and the teachings of example.

"Whatever may be the efficiency of schools," says Dr. Smiles, "the examples set in our homes must always be of vastly greater influence in forming the characters of our future men and women. The home is the crystal of society—the nucleus of national character; and from that source, be it pure or tainted, issue the habits, principles, and maxims which govern public as well as private life."

And this influence affecting the individual with an absolute certainty that nothing can withstand, this influence based on the first associations

of each one of us, is just as little to be set aside when we have to deal with the motives that govern the action of the masses of individuals that we call nations. As Dr. Smiles says in a recent volume:

"Nations, like individuals, derive support and strength from the feeling that they belong to an illustrious race, that they are the heirs of their greatness, and ought to be the perpetuators of their glory. It is of momentous importance that a nation should have a great past to look back upon. It steadies the life of the present, elevates and upholds it, and lightens and lifts it up, by the memory of the great-deeds, the noble sufferings, and the valorous achievements of the men of old. The life of nations, as of men, is a great treasury of experience, which, wisely used, issues in social progress and improvement; or, misused, issues in dreams, delusions, and failures. Like men, nations are purified and strengthened by trials. Some of the most glorious chapters in their history are those containing the record of the sufferings by means of which their character has been developed. Love of liberty and patriotic feeling may have done much, but trial and suffering, nobly borne, more than all."

DON'T waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.

ARTS and tools give to him who can handle them the same advantage over the novice as if you extended his life fifteen or twenty years.

EDWARD EGGLESTON, in *Scribner* for March, speaking of the schools in

#### INDIANA

thirty years ago, says, "The old masters taught their pupils to 'do sums,' the new ones had already begun to teach arithmetic. In one of the schools in the generation before me, was one Jim Garner, he must be an old man now, if he is living, and he will pardon my laughing at the boy of fifty years ago. One day he sat for a long time tapping his slate with his pencil.

"Jeems," cried the master, "what are you doing?"

"I'm a tryin' to think, and I can't," said Jim, "if you take three from one, how many there is left."

It was at the same old Bethel school house, about the same time, that the master, one Benefill, called out the spelling class of which my mother, then a little girl, was usually at the head. The word given out was 'onion.' I suppose the pupils at the head of the class had not recognized the word by its spelling in studying their lessons. They all missed it widely, spelling it in the most ingeniously incorrect fashions.

Near the foot of the class stood a boy who had never been able to climb

up toward the head. But of the few words he did know how to spell, one was 'onion.' When the word was missed at the head he became greatly excited, twisting himself into the most ludicrous contortions as it came nearer and nearer to him. At length the one just above the eager boy missed, the master said 'next,' whereupon he exultingly swung his hand above his head and came out with :

'On, un i—o—n yun ing-un—I'm head, by gosh' and he marched to the head, while the master hit him a blow across the shoulders, for swearing."

[We hope the teachers in Indiana don't allow any such profanity as this now-a-days.

This Journal is being largely circulated among the teachers and school officers of Indiana, and if such habits have prevailed, we shall now look for a speedy reform].—EDS.

What do you think of the following from the *Princeton Review* on THE STATE?

THE State assumes to determine the public good, for which it exists, and for this end, true or false, claims the highest prerogatives of sovereignty, whether directly exercised, or for any reason held in abeyance.

It is all there, either as an active or latent force.

The State takes charge of the person, and of the personal conduct.

It defines crime; it makes its prohibitions and commands the measure of the lawful and the right. Hence it raises or lowers, makes consistent or inconsistent the standard of public morals, whether it disclaim any such intention or not. It employs force to an unlimited degree.

It punishes by the infliction of pain to any amount it may deem necessary. It banishes; it imprisons; it puts to death.

The State claims to be the source of all rights of property. Whatever is held, whether of land or chattles, is by its permission and under its regulations. It grants, it confiscates, it determines tenure or conditions of holding as it pleases.

It prescribes how property shall be obtained, transmitted, inherited, or devised.

It determines what shall be money. It is the sole creator and regulator of that most important element of social life we call the currency.

It has an unlimited power of taxation. It demands the sacrifice of the individual convenience for whatever it may deem, whether truly or falsely, the public opinion.

It makes war or peace with other nations. It suppresses rebellion at whatever cost, and with whatever degree of force it may regard the occasion as demanding. Hence it sovereignly claims the life of every man in the public defense, or whatever it may declare such in any conflict, whether aggressive or defensive,

whether right or wrong, which it chooses to wage.

Again, the State determines ultimately all political rights, as they are called, all franchises, from that of voting, up to the highest political position or station. It prescribes the age at which and the conditions on which all such franchises may be exercised, or it may disfranchise certain persons and certain classes altogether.

It may limit such political privileges to one sex, or it may grant them to both, according to its sense of truth or fitness. It may create ranks in society; it may build up an aristocracy of birth, or it may favor the far worse aristocracy of wealth or of social caste.

As its most important power, and the one most inseparable from its action for good or evil, it regulates all the social relations. It cannot let them alone. It declares and must declare what shall constitute marriage, what shall cause its dissolution—whether there shall be any restriction upon it of any kind, or whether it shall be as the loosest human appetites may demand. As a necessary consequence, it has entire control over the family. It can elevate or depress it, can regulate or destroy it, as it pleases.

It is for such work as this that we train and educate.

The State, strong and powerful as it is, is but the reflex of the will of the people. It is what we make it.

This, too, from *Sunday Afternoon*, ought not only to be read but remembered, and repeated often: "For putting away lying, and speaking truth every man with his neighbor, Paul gives us a good reason: 'We are members one of another.' Every lie that is told weakens the fair bond of confidence by which society is held together. Among incorrigible liars society would be impossible. Veracity even more than good will, is the corner stone of social order. Let every vender of falsehood remember this—that he is doing what he can to decompose and destroy the community in which he lives.

PROF. PHILIP BROOKS said in a late sermon, that "man's likeness to God is in quality, and not quantity. Every human spirit that is obedient becomes a light of God. There are great lamps and little lamps burning everywhere. There is no light so humble or meager that may not give light. The familiar failures seen everywhere, men who are always expected to flash out their light but who never glimmer, are unlighted candles. They are cultivated and have all human preparation for usefulness, but they do not know what it means to obey, and so are never lighted."

Truth, integrity, courage, perseverance—these are the qualities which are to win that highest of all prizes, self-respect; and whose possessors are not to be known by their success, but by the way they bear either failure or prosperity.

## Recent Literature.

JOHNSON'S NEW UNIVERSAL CYCLOPEDIA: A Scientific and Popular Treasury of Useful Knowledge. Illustrated with maps, plans and engravings. Editors-in-Chief, F. A. P. Barnard, President of Columbia College, New York, and Arnold Guyot, Professor of Geology and Physical Geography in the College of New Jersey. Vol. IV. S. Appendix. A. J. Johnson & Son, N. Y.

The fourth and final volume of this excellent work is before us. We have already spoken sufficiently of its excellent plan and of the eminent ability of its editors, in our notices of the former volumes. The advantages of having specialists write all of the important articles is so obvious as to need but little comment. Persons will see this who take the work and compare one of its compendious surveys of the present state of our knowledge on some topic—take for example, in the present volume, the article on the

### UNDULATORY THEORY OF LIGHT,

by President Barnard, the editor-in-chief, an article occupying over seventeen pages, and containing over thirty thousand words. It furnishes a complete treatise on the theories of light, and the most recent experiments as well as the latest hypotheses ventured by men of science, are sifted and compendiously stated—all crude and unimportant matter being omitted. The article contains not merely what would interest a general reader, but the most scientific professor will take up the monograph and read it with the same interest that he would cut the pages of the latest periodical, and read the exposition of an eminent contemporary authority's views on the present aspect of science in regard to his favorite theme. The mathematical formulae are all given and discussed in such a manner as to render the subject perfectly clear to the careful student, while the general reader will see what belongs to the theory although he may not care to verify the mathematical bases on which the results rest.

We have called attention before to the fact that each article has the name of its author at the end. This is a most valuable feature. Whatever is given in the Cyclopaedia has its authority indicated by the signature at the bottom of the article.

Turning to an article on a popular subject—that of

### SUGAR,

an article written by the distinguished professor of Analytical Chemistry of the School of Mines, Columbia College, Dr. C. F. Chandler, an article occupying twenty-two pages and containing thirty-four thousand words—we shall find, first, a treatment of the question of

### VARIETIES OF SUGAR,

giving a chemical analysis of the different kinds of sugar known. Then comes a special treatment of the most important variety of sugar, the sugar that is derived from the

### SUGAR CANE.

The methods of cultivating the plant, the process of extracting the juice, its clarification, evaporation, and crystallization, are fully treated, with cuts illustrating the machines used, and tabular statistics showing all of the results of the several processes. One shudders to view the picture of the

### SUGAR-MITE,

(Acarus Sacchari) a horrid looking little animal which is found in all samples of raw sugar, we are told, but never in refined sugar (we shall always use refined sugar, for all purposes, hereafter). Prof.

Chandler next discusses, in the same thorough manner, the subject of

### BEET-SUGAR.

A curious fact is related incidentally, of an attempt of the British Government to secure an unfavorable report on the experiments conducted by Achard, the great chemist, with a view to determine the economic value of beets as a source of sugar. Achard rejected with scorn, a bribe of 200,000 thalers offered him by a government that was alarmed lest his discoveries might injure the colonial interests of the British Empire. And we must believe that the results of his experiments have indeed injured the sale of cane-sugar from the colonies when we read that the French harvest of 1865-6 yielded from the beet the enormous sum of \$45,500,000.

SUGAR FROM THE MAPLE

is next treated, and we learn that a Vermont town (Canterbury) obtained in one season 4,000 pounds of sugar from 1150 trees. After treating of the sugar derived from the palm, and from the Chinese sugar-cane, &c., the question of

SUGAR-REFINING

is taken up, and discussed in the light of the modern methods such as, for instance, the detection of impurities by the aid of the Soleil-instrument, which tests by the aid of polarized light. Then the statistics of production are given. The article closes with a reference to the writers whose treatises are considered of value.

Our space is not sufficient to permit us to give the contents of a wonderful article on

### STARS,

by the famous scientist, Father Secchi of Italy,—an article which takes up thirty-two pages, and contains about 50,000 words—forming a complete treatise on the construction of the bodies of the sidereal universe.

Father Secchi's discoveries in the matter of determining the constitution of the sun are too well known to need mention here. It is not, however, generally known that this famous man was for a time a teacher in a college in this country (Georgetown, D. C.), and that he wrote and published here a valuable work on the method of measuring the velocity of electricity.

The Appendix, which concludes the volume, contains valuable matter omitted from the body of the work.

CHARLES FRANCIS ADAMS, Jr., published a little time since, a book entitled "Railroads, their Origin and Progress," and has now in active preparation another work with the caption, "Railroad Accidents; their Causes and Prevention."

AN important book to the student of German history is now ready at Roberts Bros', Boston. It is entitled "Life and Times of Stein; or, Germany and Prussia in the Napoleonic Age," by Prof. J. R. Seeley, widely known as the author of "Ecce Homo." Stein was an exceedingly influential man in Prussian politics seventy-five years ago, and his power to mould public policy has been often compared to that of Bismarck at the present time.

WHITTIER's pamphlet in reply to Ruskin has had a large sale, and it is not at all unlikely that the profits may enable him to pay the costs of the famous libel suit. In the mean time he wears, wherever he goes, the farthing which the jury awarded him as damages. Mr. Ruskin has not thought fit to make any reply to the pamphlet.

OUR associate editors are only responsible for what appears over their own signature.

SPIRITUAL SONGS WITH MUSIC FOR THE CHURCH AND THE CHOIR: Selected and arranged by Rev. Charles Robinson, D. D. Published by Scribner & Co. of New York.

And most elegantly published, too, are these nearly *twelve hundred* hymns set to appropriate music on almost every page.

This is the third book of this kind which has been prepared by this sweet-spirited, broad-cultured minister, and we think, all things considered, by far the best.

He has taken the liberty and summoned the courage to do a *needed* work in this compilation, which he neglected to do in the two previous volumes. He has changed the words of the author in several places, so that the hymns are Christian and not Pagan, and so has set "other hearts singing on their way to heaven."

We are sure every congregation of worshippers in the land, who sing "with the spirit and with the understanding" will find in this collection, numbering ten hundred and eighty-six hymns and tunes, such a variety of devotional expression as will cover every want and every occasion.

What a treasure to have such a volume by you at all times. One of Dr. Holland's characters in "Bitter-Sweet" says:

Old tunes, are precious to me as old paths  
In which I wandered when a happy boy.  
In truth they are the old paths of my soul,  
Oft trod, well worn, familiar, up to God."

The musical variety is greater than in any similar collection we have seen, comprising not only the standard tunes of Mason, Hastings, Bradbury, and other authors whose music has long been in common use, but many gems from the German Chorals and such English composers as Monk, Dykes and Sullivan, with choice selections from the best tunes of the popular writers of to-day, among whom are Lowry, Doane, Sherwin, Perkins, Holbrook, and others.

With clear type, fine paper and a unique and valuable binding in gros grain silk, gilt edges, the mechanical execution of the book is characteristic of the well-known house of Scribner & Co., and it is put at a very moderate price. The elegant edition in silk, with gilt edges, is certainly a novelty, and exceedingly beautiful.

M. LOUIS BLANC, the well-known French Republican, is quoted as saying that in the "coming federation of the world," viz: the universal republic, two languages would alone remain—the French as the language of literature, and English as the language of commerce.

In a recent book, "The Races of European Turkey," it is stated that recent philological researches have made it certain that the Gypsies had their origin in the valley of the Indus. "Their language is a branch of the modern Sanscrit, akin to the modern dialects of Northern India. A modern Hindoo would probably make himself understood by any tribe of Gypsies in Europe. There is no word in their language for God or for immortality.

Their language has no alphabet and no literature, except a few miserable songs that are passed from mouth to mouth.

And yet of this people who have no literature, there are 700,000 or 800,000 in Europe, and probably 5,000,000 in the whole world."

FANNY KEMBLE's "Recollections of a Girlhood," is one of the racy publications of the day, and contains so much of general popular interest, written in a fresh, unaffected manner, that a large sale no doubt awaits it.

THE *Living Age*, which E. Littell founded, and which is ably carried on by his son and partner (Littell & Gay), began with the new year its 140th volume, and with no decrease of popular favor, notwithstanding the number of periodicals which have since then been started with the purpose of gleaning foreign magazines and reviews. It remains altogether the best collection of the kind, being governed by a keen sense of the permanent representative quality rather than given up to the ephemeral attractiveness of this periodical literature, and so worth preservation and frequent use as a reference record of history, taste and manners.

We are glad to call attention to the fact that the publishers offer for sale a few complete sets of the magazine from the start; and we hope that the attention of directors of libraries and of those who desire to make valuable gifts to libraries, as well as that of private buyers of books, will be turned to this opportunity.

In the March *Lippincott* is an interesting sketch of Richard Realf, one of the unfortunate literary men of genius who have found a home in this country. He died recently at the age of 44 years, having been born, as the writer truly says, to the "deepest poetry, the direst poverty, and the deepest tragedy."

In the year 1870, the Viceroy of Egypt began the collection of a royal library, to be established at Cairo. The work has been prosecuted with vigor since that time, and now there are some 24,000 volumes brought together. This collection, even now is almost unique, and contains much which it would be impossible to duplicate.

HARPER & BROTHERS published during 1878, probably more books than any other American publishing house, and among them are many works of great and abiding interest. Of this character may be mentioned the following: "Astronomy," by Prof. Simon Newcomb; "The Atlantic Islands," by S. G. W. Bingham; "The Ceramic Art," by Jennie J. Young; "Daniel the Beloved," by Rev. Wm. M. Taylor; "Macleod of Dare," by William Black; "Scientific Memoirs," by Prof. John W. Draper; "The Story of Liberty," by Chas. C. Coffin; "Students' Ecclesiastical History," by Philip Smith; "Through the Dark Continent," by Henry M. Stanley; "Villages and Village Life," by Nathaniel H. Eggleston; "The Voyage of the Challenger," by Sir C. Wyville Thomson; "The Wreck of the Grosvenor," one of the few noticeable novels of the year, and biographies of Shelly, Samuel Johnson, Edward Gibbon, and Walter Scott.

It is stated positively that Dean Stanley will not write a book on this country, as he is of the idea that the field has been fully filled already. His addresses and sermons delivered in this country have been gathered together and will be published.

"Do they Love us Yet?" is not the sensational title of a trashy novel, as the casual reader might properly enough imagine, but a theological treatise on the subject of the regard maintained by persons in the future world for their friends in this.

This confounding of titles is not an uncommon thing, and one of the most curious instances, was that of a prominent English paper ranking Edward Eggleston's novel, "The End of the World," among theological works.

THE April number of *The North American Review* opens with an article entitled "Retribution in Politics," by ex-Governor Hendricks. It is intended as a reply to the charges which Senator Blaine in the March issue made against the Southern wing of the Democratic party. Mr. Hendricks claims that the success of the Democracy in the South has not resulted from any intimidation of the colored vote, but has been the natural consequence of abuses practiced during the reign of Republican carpet-baggers.

The second paper is on "The Public Schools of England," and is by Thomas Hughes, author of "Tom Brown at Rugby." The object of the writer is to show the need of establishing in the United States educational institutions similar to those in England. The subject is to be continued in another number. The present portion is devoted principally to the history, organization and management of the most notable English schools. Next follows a contribution on "German Socialism in America."

Several other articles will attract attention, beside the critical and able reviews of recent literature.

Published by D. Appleton & Co., N. Y.

WIDE AWAKE is not only one of the very best magazines for the children and older people at home, but our teachers will find each number filled with sketches of travel and chatty articles upon various industries, besides light, pure-toned stories and beautiful poems. D. Lothrop & Co., the publishers, do the *teachers* the justice to say that they "are stronger than the press or the pulpit to suppress the corrupting literature now so thoroughly distributed among young readers; a kindly chat with your pupils, out of school, will seldom fail to bring to light the papers they read; and if a bright, beautifully-illustrated, pure-toned magazine is at hand to show them, in nine cases out of ten it will easily crowd out the trashy publications."

GINN & HEATH,  
Whose quarters are on Tremont Place, have been in business only about ten years, and yet they have become the leading publishers of school books in New England.

The *American Bookseller* says of the firm: "Probably no educational publishing house in the country has attained such success in an equal length of time."

The excellence of their typography is noteworthy; but the real secret of their success is the culture, good judgment, and indomitable perseverance of the two members of the firm. In educational publications they have been leaders, and not servile followers or imitators. Among their chief books are Allen & Greenough's Latin Course, Goodwin & White's Greek Course (comprising a full line of authors preparatory to college, and many for college use), White's Latin Lexicon, Liddell & Scott's Greek Lexicon, The National Music Course, Whitney's English Grammar, Peirce's, Wentworth's and Wheeler's Mathematical Course, Hudson's Shakespeare's Plays in pamphlet and book form, "Life, Art and Characters of Shakespeare," Classical English Reader, Burke, Webster, Bacon, Goldsmith, Arnold's English Literature, and Hall's Geographies. These books are a little more than abreast of the times, and yet have been

fully appreciated by earnest teachers.

This house has in its list of authors the names of some of the best known men of Harvard and Yale; and its books are used in nearly all the leading colleges and schools of the United States.

THE *Iowa State Register* of Des Moines, says of Professor Cohn, who opens the second term of his Normal School of Languages at Grinnell, July 8th, that "he is a genial, cultured gentleman, fairly afire with enthusiasm. He carries his audience with him from the start, and holds them entirely absorbed to the end. Prof. Cohn is an elocutionist and actor, as well as a teacher, and enters thoroughly into the spirit of whatever he has in hand, and carries his class with him."

President I. L. Pickard of the Iowa State University, writes to Prof. Cohn as follows:

"For teaching modern languages you certainly have a valuable method, which in your hands and in the hands of your excellent assistants, is a great success. If you can inspire all teachers with your own earnestness, you will do the cause of learning an inestimable favor."

THE "Fireside Encyclopædia of Poetry," published by Porter & Coates just before the holidays, has had an unexpected sale, and is now in the sixth edition. The work has been very carefully compiled, and is without doubt one of the very best books of its class.

S. S. HAMILL's first course of lessons on Elocution, to the students of the Law Department of Michigan University, was so entirely satisfactory, that he was immediately re-engaged for a second course.

DR. M. W. CASE's Carbolite of Tar, inhalants now rank among the highest class of remedies yet discovered in their wonderful adaptation to the wants of invalids and those afflicted with Catarrh and Consumption. Aside from their well-known merits as curative agents, the ease (and one might say the pleasure) with which they can be used, is not small advantage in their favor. At the low price at which they are sold, we can see no reason why they should not be in the hands of every person who is a sufferer from either Consumption or Catarrh.

Chicago, Alton & St. Louis Line.

Passengers for Chicago, Wisconsin, and all parts of the Northwest, and for all the Eastern cities, should take the Chicago, Alton & St. Louis Line. No other line offers so many advantages. This is also the direct short line to Hannibal, Quincy, Keokuk, and all points west of the Mississippi River. Ticket office in St. Louis, 117 North Fourth Street, corner of Pine, under Planters' House.

THROUGH coaches are now run daily each way between Columbus, Ohio, and St. Louis, via the Pittsburg, Cincinnati & St. Louis and Vandalia Roads, and Hotel cars and Pullman sleepers through to New York, Washington and Philadelphia, direct, without change. The *Vandalia* is the shortest, quickest, and most direct route.

ALL matter intended for publication in this journal must be in the hands of the printer by the 20th of the month preceding date of issue.

TEACH the children that energy and industry will do anything that can be done in this world; and no talents, no circumstances, no opportunities will bring any degree of success without it.

**NEBRASKA.—Official Department.**  
**IMPORTANT TO SCHOOL OFFICERS—SCHOOL DISTRICT BUSINESS.**

The annual meeting, when assembled, should pursue the following order of business, unless special circumstances render some other more convenient:

**THE DIRECTOR'S REPORT.**

The Director's report should be read for the information of the meeting. It should embody:

(1) A summary of all business transacted by the district or the board during the past year.

(2) The number of mills of tax levied by the district at the last annual meeting; also the number of mills levied by the County Commissioners to pay bonds, or for other purposes connected with the schools.

(3) Any other items which will be of use to the district in arranging business for the next year.

**TREASURER'S REPORT.**

The Treasurer's report should be read; it should contain:

(1) An itemized statement of all monies received by him during the year, and for what received.

(2) An itemized statement of all monies paid out during the year, and for what paid.

(3) A statement showing money on hand.

(4) The total amount of district indebtedness, and when each part of it is due.

After this report is read, the Treasurer should present his vouchers for money paid, and settle with the Board. The full details of this settlement should be noted on the Director's record, for future reference.

**ESTIMATES.**

The meeting should next determine the number of months school shall be kept in the ensuing year. See sec. 33 of school law.

The Director should then present his estimate of the expenses necessary to be incurred in the ensuing year, including:

1. For teachers' wages.
2. Fuel and contingencies.
3. Repairs on school house.
4. Additions to furniture.
5. Payment of officers' salaries.
6. Any other lawful purpose.

7. Estimate the number of mills on the dollar necessary to be levied to cover each of these several amounts, and the total number. See sec. 50 of school law.

This tax, when voted, must be reported to the County Clerk of the county, between the first and third Mondays of June. See sec. 55 of school law.

This report must be made by the board and signed officially.

Though the law requires this report to be made after the first of June, yet no harm can be done by making the report soon after the annual meeting. If left for some months, it is liable to be forgotten.

It must not be forgotten that it is the duty of the district at the annual meeting to vote a tax sufficient to pay interest on all outstanding bonds, and this tax should be reported to the County Clerk with the other levies.

The Director should make his report to the County Superintendent within ten days after the annual meeting. If the County Superintendent has not furnished the Director with a blank for this report, one can be had by writing for it to the County Superintendent.

Directors will observe that the annual district report is much less complicated than formerly. To supplement this brief

report the Director will send with his report to the County Superintendent all the teachers' monthly reports he has received during the year ending April 1, 1879.

In the Director's report the item, "number of mills of tax levied during the year ending April 1, 1879," should include taxes which were levied in 1878, and no others.

The law requires both Director and Treasurer to keep full and complete accounts of all district business transacted by them. It is the duty of the district to furnish suitable books for this purpose. Such records properly kept, will do much to expedite business, prevent mistakes, and insure the most economical management of school affairs.

S. R. THOMPSON,  
State Supt. Public Instruction.

**IOWA.**  
**Official Department.**

BY C. W. VON COELLN, STATE SUPT.

Editors Journal:

**Sundry Rulings.**

1. School directors must be elected by ballot. See Constitution of Iowa, Art. II, Sec. 6.

The law contemplates that the election for sub-director shall be open at least three hours. See sec. 1789 and notes, S. L. 1870, also 37 Iowa, 131.

"The certificate or commission is the best, but not the only evidence of an election, and if that be refused, secondary evidence is admissible." McCrary on Elections, p. 123.

Any one aggrieved by the action of the board in refusing to admit a claimant, or in admitting a certain person, has the remedy of a writ *quo warranto*, as provided for by secs. 3345, 3352, code of 1873. Only the courts of law can determine the right or title to office, or inquire judicially into alleged frauds at an election.

The fact that a person is recognized by the courts as a member of the board, compels the other members and the officers of the board to accord to him his rights as a member.

2. To divide the burden of taxation, the electors may vote school-house taxes in advance of the time when they expect to order them expended. If this is done it should be done with great caution.

There is no provision of law by which the funds of the district can be loaned.

3. The teacher has control over scholars during school hours, within reasonable limits, unless restricted by a rule of the board. He may require a scholar to remain in his seat during recess, as punishment. However, it is not wise to deprive children, to any great extent, of the exercise necessary to their physical well-being.

4. Sec. 2976, Code of 1873, provides that "a municipal or political corporation shall not be garnished." However, the corporation may waive exemption from this process. See Iowa Reports, XXV., 315.

5. It is wholly within the discretion of the board of directors to determine the amounts required for the contingent and teachers' funds. Any note of the electors touching these amounts is only suggestive, and is not at all binding. See sec. 1777, S. L. 1876. All school-house funds must be voted by the electors. See sec. 1717 and sec. 1807, S. L. 1876.

6. When note (b) to sec. 1800 was written, independent districts were not formed from rural sub-districts. The note does not apply to such rural independent districts. The use of the term *civil townships*, in sec. 1805, seems plainly to provide for the annexation of any territory not included in an independent district formed under the provisions of secs. 1800-1801, S. L. 1876.

Directors will observe that the annual district report is much less complicated than formerly. To supplement this brief

**THE WABASH FAST LINE,** with its through sleeping cars—direct from St. Louis to Boston without change, and its friendly *BB* open and outstretched, touching three or four other prominent points on the Mississippi River, means business right along—every day in the year.

Mr. H. C. Townsend, the Gen. Pass. and Ticket Agent, of course has his hands full in looking after the interests of the Passenger Department, so when our types in the last issue announced that he had taken hold of the *freight* business, it sent his efficient ally and helper in St. Louis, Mr. E. H. Coffin, "kiteing" up to our editorial office to say "that statement will never do." Coffin is so popular with the St. Louis people, he keeps the *Wabash Fast Line* so well advertised, and makes things so lively, and withal so agreeable, that we rather think Townsend will have enough to do to look after the passenger department. The *Wabash Fast Line* is popular.

There's music in the air, and if all reports are true, the *Indianapolis & St. Louis Railroad* and its "Bee Line" connections east, propose not only to join in the chorus, but to take a *leading part* the coming season. This fact should be remembered when you take a trip east. Mr. C. C. Cobb, the Gen. Pass. Agent, and Mr. D. M. Kendrik, the General Western Agent, rank among the most efficient and popular railroad men in the West. They are known, and favorably known too, from Denver to Galveston, and from San Francisco to Boston. This line is so straight, sure and swift, from St. Louis to New York, and with the new improvements about to be inaugurated, will be so attractive and comfortable that—well, try it yourself and see.

**FRITZ W. GUERIN,**  
**Photographer,**  
**627 Olive Street, St. Louis, Mo.**

Inventor of Statuary Photographs. Was awarded a medal at the Paris Exposition.

**MISSOURI OFFICIAL DEPARTMENT.**

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

**TO COUNTY CLERKS AND COMMISSIONERS.**

Gentlemen:

I would again recommend the **AMERICAN JOURNAL OF EDUCATION** to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county

not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the **JOURNAL**. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutions held in your county, or of other interesting facts.

Please write all communications intended for notice in the **JOURNAL**, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

**FORM FOR ESTIMATES FOR 1879-80.**

To the County Clerk of \_\_\_\_\_ County, Mo.

Dear Sir—Please find herein an estimate of the amount of funds necessary to sustain the School in District No. —, Township No. —, Range No. —, for the period of — months.

For Teachers' Fund,	\$160.00
For Building Fund	500.00
For Incidental Fund	40.00
For Interest on Indebtedness	100.00
For Sinking Fund	100.00

Total	\$900.00
Deducting Cash on Hand	\$150.00
Deducting amount estimated from Public Funds	50.00
	200.00

Amount to be levied on taxable property of the District      \$700.00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1879, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to 65 cents on the \$100 valuation, if so much was needed to raise the amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two-thirds of the voters in the district voted in favor of a levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted by the Constitution to any definite per centum.

JOHN DOE, District Clerk.

The Clerk will draw a line through any portion of the certificate not suited to the action of the meeting.



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Persons desiring further information about the school will please address the undersigned, for circulars giving full particulars, at 143 Tremont street, Boston, Mass. After April 21, Mr. F. W. REED, Sec'y, Grinnell, Iowa.

12-3 8

HENRY COHN.

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